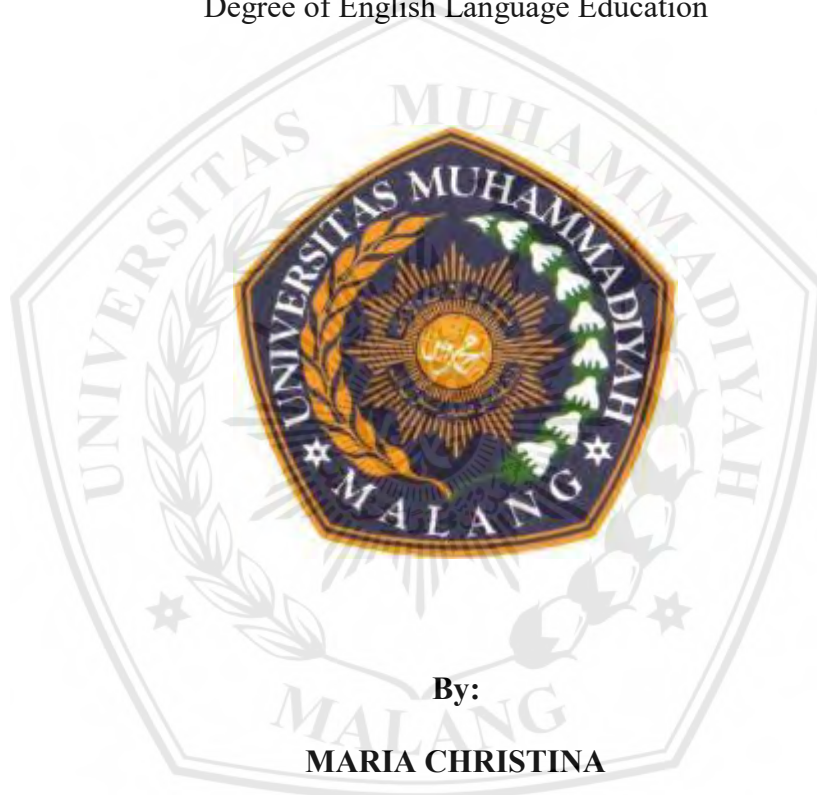


THE TEACHING OF WRITING AT SMAN 4 MALANG

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



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MASTER OF ENGLISH LANGUAGE EDUCATION
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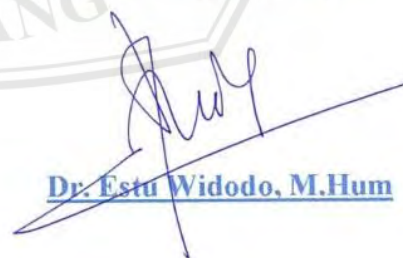
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I, the undersigned:

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Hereby, declare that:

1. The thesis entitled : **THE TEACHING OF WRITING AT SMAN 4 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 25 July 2019

The Writer,



MARIA CHRISTINA

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First of all, the writer would like to express her earnest gratitude to Jesus Christ because of His gracious, mercies, blessing and gives the writer very incredible power of spirit to complete this thesis.

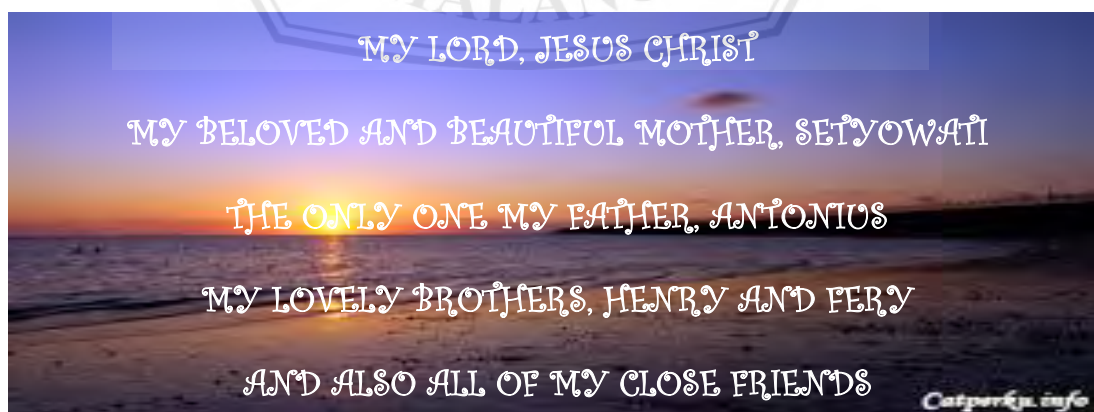
The writer would like to express her deepest appreciation and gratitude to Dr. Masduki, M.Pd and the great advisor Dr. Hartono, M.Pd who have helped and guided her in sharing the idea of research so that the writer completed this thesis well.

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ABSTRAK

Tujuan penelitian ini adalah untuk menjelaskan proses-proses menulis yang di aplikasikan dalam mengajar writing, untuk menggambarkan masalah-masalah siswa dalam pembelajaran writing dan untuk menjelaskan solusi dari masalah-masalah dalam belajar writing di SMAN 4 Malang.

Penelitian ini menggunakan penelitian qualitative yang menggunakan metode deskriptif. Subjek dalam penelitian ini adalah guru bahasa inggris dan siswa tahun pertama pada SMAN 4 Malang. Observation dan interview adalah instrumen-instrumen yang di gunakan untuk mengumpulkan data.

Hasil dari penelitian ini menunjukkan bahwa, pertama, ada beberapa proses-proses dari writing yaitu prewriting, brainstorming, drafting, responding, dan revising. Kemudian, masalah siswa dalam belajar writing yaitu grammar, kurang bisa menyusun kalimat, susah untuk mengerti kata, dan kurang nya kosa kata yang di miliki oleh siswa. Terakhir, solusi-solusi yang di berikan guru dari masalah yang di alami siswa adalah meminta siswa untuk bertanya kepada guru, guru menjelaskan langkah-langkah dari writing, guru memberikan waktu lebih kepada siswa untuk menyelesaikan tulisannya, dan di koreksi oleh sesama penulis.

Kata Kunci: Writing, Pengajaran Writing, SMAN 4 Malang.

THE TEACHING OF WRITING AT SMAN 4 MALANG

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ABSTRACT

The aims of this study are to explain the processes of writing applied in teaching writing, to describe the students' problems in learning writing and to explain the solutions of the problems in learning writing at SMAN 4 Malang.

This research used descriptive qualitative research design. The subjects of the study were an English teacher and the students of the first year at SMAN 4 Malang. Observation and interview were the instruments used to collect the data.

The result of the study showed that, first, there were some processes of writing namely prewriting, brainstorming, drafting, responding, and revising. Second, the students' problems in learning writing were grammatical error, poor organization, difficult understand the word, and vocabulary. The last, the solutions of the teacher's problems were that the teacher asked the students to ask questions, the teacher explained the steps of writing; the teacher gave more time to the students to finish writing, and checked peers' writing.

Keywords: Writing, Teaching Writing, SMAN 4 Malang

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INTRODUCTION

In the learning English, the students are expected to master the four skills, namely listening, speaking, reading, and writing. By mastering those four major skills, the students are expected to be able to communicate well with other people. “When the teacher teaches language skill, the teacher is teaching “how”: how to listen in a more focused way, how to read more quickly and efficiently, how to speak more fluently, and how to write a particular type of text.” (Hadfield, 2008:72). It means that every part of teaching is to show the way the teacher achieves the objectives of the study. One of those skills to be mastered is writing.

Harmer claims that: “Teacher tends to talk about the way they use language in terms of four skills – reading, writing, speaking, and listening.” Further, he suggests the classifications of skills into receptive and productive skill (“The Practice of English”, 2007:256). The productive skills can be divided into speaking and writing, both of these skills, the teacher may follow the basic model of teaching productive skills. Writing is a kind of verbal communication that is applied in the written form. The students may express their ideas and feeling through writing. In other words, writing is an interactive process which takes place between the writer and the readers via text (Olshtain, 2001:206). The writer may conclude that writing is the way how the writer conveys the message of their writing to the readers.

Moreover, writing is the way to find the ideas, thinking to express the ideas into statement and paragraph that will be clear to the readers (Nunan, 2003:88). He adds that through writing the students should master particular grammatical rules rather than expressing their own ideas, besides the correct spelling, grammar, and organization use to proof the students’ proficiency in writing skill. According to White and Arndt (1991) cited in Ketabi & Torabi (2013) the teaching writing in English tends to focus on teaching and facilitating the development of what have been shown to be “good” piece of writing. The central practice is a process of writing, revising, and rewriting in response the considerations as the way in which the idea generated by the act of writing relate to the purpose of the text and the audience who will receive it. In order to make the process writing, revising, and rewriting to be developmental, some form of

constructive feedback to successive pieces of writing is usually desirable and often necessary.

In addition, Tompkins (2004) said, during the writing process there are five stages that should be applied, the writing process namely: (1) Prewriting, is the planning stage for writing. Planning is an important step of the writing process; it allows the writer to organize the writing before they begin (Kapka & Oberman, 2001), (2) Drafting, in the drafting stage the students are expected to put the arrangement that they did in the planning stage into paper (Marchisan & Alber, 2001), (3) Revising, this stage consists of reviewing of the written draft of the students, sharing the draft text with a writing group that was formed in the classroom, and rearranging the content based on the feedback from their friends in the writing group (Kapka & Oberman, 2001), (4) Editing, up until this stage the focus is on the content. In this stage, the mechanical aspect of writing is checked such as spelling rules and punctuation. Before sharing what they have written with others, the students review the draft for the last time and make the correction for readability. (5) Publishing, this is the last stage of the writing process. In this stage, the students share the text that they have written with the readers that they determined in the prewriting stage (Lehr, 1995).

The students need to learn the writing process because the writing process is a tool that is used to enable the students to efficiently express their ideas and knowledge. The more the students learn how to use this process efficiently, the more they can express themselves efficiently (Tompkins, 2004). However, the studies conducted in Turkey at the elementary level share the view that young students are incompetent in writing skill and the teachers are not able to use the writing process efficiently (Babacan, 2003).

Writing skills are complex and sometime difficult to teach, requiring the mastery of writing not only of grammatical and rhetorical device but also the conceptual and judgmental elements (Heaton, 1998). As Harmer (1998) stated that writing as skill, it is a basic language skill, just as important as speaking, listening, and reading. It means that each skill has the same important position.

Al-khsawneh (2010) cited in Adas & Bakir (2013) stated that there are some causes of writing problems such as; (1) the teaching method and the

environment as the main causes of their weaknesses in English, (2) English language learners have limited vocabulary, (3) they do not use invented spelling and their written texts are restricted to words which they know, (4) the present tense is the only tense used in their writing, the students are unwilling to share their work with other students, (5) they do not get the suitable feedback, and (6) when the learners read their writing aloud, they could not distinguish whether what they read or write is correct or not. Those problems cause the students get difficult in writing. In line with this, Al-samadani (2010) stated that it “is a complex, challenging, and difficult process” because it includes multiple skills such as identification thesis statement, writing supporting details, reviewing, and editing. This complex process makes it rather difficult to teach it. The difficulty of teaching and learning of this skill is since involves a comprehensive knowledge of grammar, suitable vocabulary, writing mechanics, organizational skills, style, and imagination.

The study by Kapka & Oberman (2001) showed that modeling to the students to write in different genres, different writing knowledge and abilities was effective to develop students’ writing abilities. In addition, Kowawleski, et.al (2002) found out that when the teachers gave enough time to the students to write, he or she became a model for the writing process, he or she used the well-written samples in the writing process and he or she made the aim of writing, students’ writing abilities developed.

Based on the preliminary study that the writer conducted at SMAN 4 Malang, the writer found some important findings. First, in pre-writing, the teacher asked some questions to the students that related with the topic which the students would write. Second, in whilst-writing, the teacher asked the students to write the students’ ideas. Third, in post-writing the teacher correct the students work. Fourth, the teacher asked the students about their difficulties of writing the ideas. Then, most of the students had problems in writing the ideas because the students had limited vocabulary. It seemed when the teacher asked the students to write, they did not write well.

Based on the background of the study above, the problems of the study are stated as follows:

1. How are the processes of writing applied in teaching writing?
2. What are the students' problems in learning writing?
3. What are the solutions to the problems in teaching writing?

REVIEW OF RELATED LITERATURE

Teaching Writing

Teaching English has purpose to make the students to have motivation to interact with other people, communication clearly, and think critically. The responsibility of the teachers is to provide interesting, motivating, and engaging learning activities for our learners. Lessons need to have a clear purpose, which the learners are aware of so that there is a sense of purpose and cooperative atmosphere in the classroom (Hadfield, 2008). It means that the teacher as a facilitator should help their students in the teaching learning process. Teacher teaches four skills to the students, there are speaking, listening, reading, and writing. Writing becomes one of the important skills to be master by the students.

Writing is communicative skill; communicate in the written form because this is the interaction between the writer and the readers via text. According to Brown (2004), the ability to write has become an indispensable skill in our global literate community. The writer was concluding that writing is very important part of the skills in order to communicate with other people in global community in written form.

Writing skills are complex and difficult to teach, in order to master writing skill, grammatical and rhetorical device, the conceptual and judgmental elements are the important element in writing skill (Heaton, 1998). It is supported by Harmer (2002), writing as a skill; of course, it is a basic language skill, just as important as speaking, listening, and reading. Moreover, writing an essential part in learning English because there are so many ideas that the writers have and they should express their language ability and knowledge in written form. In line with this, Rivers (1981) states that writing is not a skill that can be learned or developed in isolation, but it should be taught and developed in cooperation with

other skills and aspects of the language studied. Every part of skill is linked each other.

Abu Jalil (2001) argues that writing skills enhance cognitive and linguistic awareness. The teachers have to pay attention and organize as well of spelling, punctuation, and word choice. The more the writer writes well, the more the readers understand the message toward the writing. In addition, writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description and to transform information into new text, as in expository or argumentative writing (Hadley, 1993). To sum up, writing is the way to improve the ability to transfer the knowledge about the data into new form in all kinds of writing.

In conclusion, writing is a complete activity as long as it requires the students to comprehend the abilities such as mastering grammar, vocabulary, and punctuation. Therefore, the students are expected to be able to write their ideas as communication in written form.

The Process of Teaching Writing

The teacher has to achieve the goal of teaching writing; practice is the way to make it perfect. The more the students practice with a logical way, the better results will be in those students will sharpen their understanding in choosing appropriate grammar and expression. In line with this, writing practice develops and encourages writing skill. It means that giving the students a lot of practice may increase their writing ability. There are some stages in process of writing in order to make the writing more perfect. There are prewriting, drafting, revising, editing, and publishing. It is supported by Regina, et.al (2001) state that in writing, all writers go through a general sequence of stages called prewriting, drafting, and revising.

Prewriting

Richard & Willy (2002) mention that prewriting is any activity in the classroom that encourages the students to write. In the prewriting stage, the writers take time to think about the topic and generate ideas. Moreover, before the writers write, they should focus on the topic itself, select the appropriate topic that connects with their ideas. The purpose of prewriting is to encourage the

students' thinking. It motivates point of view for getting started. The following activities provide the learning experiences for the students at this stage:

Brainstorming

Richard & Willy (2002) argue that brainstorming is group member spew out the ideas about the topic. Brainstorming is the initial gathering of all ideas related to a given subject. In brainstorming, there is no correct and incorrect answer, because brainstorming is a rapid insight or linking. The writer must understand as possible, putting down comes to the writer mind without organizing. Then, the writer has listed any ideas that are related and can be gathered. Therefore, if the gatherings support the topic it may use brainstorming to develop more ideas for the progress.

Clustering

Clustering is a simple yet powerful strategy: "its visual character seems to stimulate the flow of association and is particularly good for students who know what they want to say but just cannot say it" (Proett & Gill, 2000). Clustering is another brainstorming activity that the teacher can use to generate the ideas. In order to use this technique, first, the writer writes the topic in the center of the paper and makes a "balloon" around it. Then the writer writes the ideas in balloon around the center. Think about these ideas and make more balloons around them.

Rapid Free Writing

Regina, et.al (2001) point out free writing is writing without stopping. It means that writing something comes to the writer's mind without worry about the ideas are good or not and the grammar is correct or not. One of the advantages of the free writing is to allow the writer to let his or her imagination and ideas go, without concerning the form or grammatical.

WH-Questions

The writers generate who, why, what, where, when, and how questions about the topic. The questions can be asked of answers to the first string of WH-questions. This may go on indefinitely (Richard & Willy, 2002).

Drafting

Drafting is the actual writing of the paragraph or essay. The writers have gathered material and made a rough plan, the writer ready to write (Regina, et.al 2001). This is the second stages in writing, referring to the time when the writers is really creating language and arranging brainstorming into a more essential piece. As the writer writes a first draft, it will follow the general plan that the writers have charted. Follow the brainstorming as possible and do not worry about the grammar, the punctuation, and the spelling. This stage is not alleged to be perfect.

In addition, the writer needs to think that writing is continuous process of finding. The writer may add or delete the ideas in the writing process it depends on thinking and make sure that the ideas are relevant to the topic.

Responding

Responding to the writers writing by the teacher (or by peers) has a fundamental part to show the successful implementation of process writing. Responding is to link between drafting and revising. This stage is a reaction to writers' draft, response can be oral or in writing.

Peer responding can be efficiently carried out by having the students respond to each other's text in small groups or in pairs. When responding peer's draft, these questions can be asked: what is the greatest strength of this composition?, what is the greatest weakness?, what is the central idea of this composition?, which are the ideas which need more elaboration?, where more details or examples should be added? why?, what are some of the questions that the writer has not answered?, At which point does this composition fail to hold the reader's interest? why?, where is the organization confusing? and where is the writing unclear or vague? (Adapted from Reinking & Hart, 1991)

Revising

Revising is considering the effect of the communication in written form, both in terms of content and language. Regina, et.al (2001) said that revising is really rethinking or reseeding our paper. Revising is not only checking the language errors but also improving the content and organizes the ideas so that the writer made clearer their mind to the reader.

In order to help the writer understand the purposes of this stage, the writer may ask the following questions: what ideas should the writer add to this piece of writing to improve it?, what should the writer subtract from this piece of writing to improve it? and what needs to be rearranged within this piece of writing?

In line with this, Regina, et.al (2001), decide what kinds of change to make. There are the following major ways the writer will revise: First, Add. The writer may need to add material to support your ideas or add sentences and phrases to connect ideas. Second, Cut. The writer needs to get rid of parts that are not relevant to the topic or repeat what has already been said. Third, Replace. The writer needs to replace parts have cut. The last, Move material around. The writer may want to change the order of sentences or paragraphs.

Proofreading and Editing

In this session, the writer should check on the essential parts of the writing, seeing carefully for any details such as grammar, punctuation, spelling, and capitalization. Proofreading and editing are the important part of writing that cannot be skipped. The writer is expected to fix all errors to the best. Therefore, the writer should provide the perfect writing to the readers.

Publishing

This stage carries closer to the writing process by allowing the writer to share their best work with others or the readers.

The Problems in Teaching Writing

In developing writing as a communicative skill in written form, the writer should constantly be aware that particular topics in writing fit particular situations and conform to particular conventions. Usually formal writing uses formal language, and corrects definitions to escape ambiguity and misunderstanding.

In this session, the role of the teacher does not to teach their students to master the language skill but also to master and provide the standard language which are free from grammatical errors. The standard here means that the language is accepted for use in formal communication. Msanjila (2005) mentions that there are some problems in teaching writing such as capitalization problem, punctuation problem, poor organization, spelling problem, and grammatical errors.

Capital letters are the most writing problem. It seems that the source of this problem is neither from the mother tongue nor from L2 interference. The writer asked to use capital letters acceptably in all language.

Punctuation problem is also an essential problem in writing. The writer sometimes does not understand how to use the punctuation correctly to transfer information accurately. The full stop which has been used correctly, the commas which are used comprehensively to support the readers find out the meaning in long sentences are not used. It reduces understanding also the accuracy. The writer does not show to appreciate the commas but also the meaning of using semicolon and the colon in places where the punctuations are important in writing.

Poor organization, if this problem is not addressed completely, the carried message would be totally wrong. In order to make the readers understand the written message, the sentences in the paragraph should be systematically organized arranged.

Spelling grammar, using wrong spelling is other problem in writing. The problem as a result of mother tongue interferences realized through phonological manifestations.

Grammatical error. The grammatical error found in the corpus are what Richard & Willy (2002) called *intralingua and developmental errors*. They argue that Intralingua errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors, illustrate the learner's attempt to try build up hypothesis about the target language from his limited knowledge learnt in schools or naturally acquired.

Writing as one of skills in English will provide big result to the students' achievement in English subject. The use of writing in English can affect the students' score because English as a foreign language in Indonesia, forces students to achieve this subject. In fact, the students are still having problems in the writing. As Rohmah (2012) mention that vocabulary is one of the difficulties in writing. The students have limited vocabulary; it makes the students difficult to write and express their idea. Furthermore, Sari & Saun (2013) mention that most of students were lack of interest and ability in writing. Most of them found

difficulties in writing a text. It is caused by their limited idea in writing. They had difficulties to express their thought and develop their idea in written form. Moreover, it is also caused by limited vocabulary and lack of ability in the grammar rules. It is known that vocabulary and grammar are important point in writing the text.

The Solutions of the Problems

The writer should be aware that they must increase the language learning motivation. It is supported by Graham (2008) who argued that to solve the problems, the writer should dedicate time to writing, with writing occurring across the curriculum, and involve the students in various form of writing over time, increase the students' knowledge about writing, foster the students' interest, enjoyment, and motivation to write, help the students become strategic writers, teach basic writing skills to mastery, and take advantages of technological writing tools.

In addition, the writer needs and wants a comment to show them when they have communicated their ideas and when not, raising questions from a reader's point of view that may not have occurred to them as writer.

Comments from the teacher on the students' writing are important part, because comments create the motivation for doing something new. In the other hand, comments show the way for revising. Without comments, the students assume that their writing has communicated their meaning and the aim of the writing itself and also no need for revising the text.

The teacher identifies errors in usage, diction; punctuation, spelling, and style in a first draft, asks the students to correct these errors when they revise. In commenting, the teacher has to show the students how to edit the sentences, and then command the students to develop their writing in order to make the readers more interest.

RESEARCH METHOD

Research Design

The research design is writer's plan of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary, et al.

2010). It means that research design is the writer's strategy of how to get the essential point that something happens at that time.

According to Murray (2003), qualitative research is multi method in focusing, involving an interpretive, naturalistic approach to its subject matter. It means that the research is conducted without manipulating the environment. The writer seeks to understand the phenomena by focusing on the pictures rather than numbers and statistics. It is supported by Denzin & Lincoln (2005), qualitative writers study things in their natural settings, attempting to make sense of, or interpret, and phenomena in terms of the meaning people bring to them. It means that the writer try to interpret the phenomena during the research process.

Fraenkel and Wallen (2009) point out qualitative research is describing in detail of what goes on in particular activity or situation rather than on comparing the effect of particular treatment. In addition, some characteristics of qualitative research such as the natural setting are the direct source of data, and the writer is the key instrument in this research. It means that the writer goes to the place that interest to observe and start to collect the data that their needed.

In this study, the writer used descriptive qualitative research design. The reason of using descriptive qualitative was because the writer tried to understand the phenomena that occurred in the research at that time. In this study, the writer found out the processes of writing taught by the English teacher in writing class. The last, the writer used descriptive qualitative research design because she did not only describe the process writing done by the students at SMAN 4 Malang, but the problems of learning writing, and the solutions of the problems of teaching writing.

Research Setting and Subject

The subjects of this study were the first grade students and one teacher of SMAN 4 Malang. It is located at Tugu Utara Street 1, Malang. The writer chose SMA 4 Malang because it is a senior high school with grade A. The writer needed to observe the activities in the class, to know the process of teaching writing in the class, the students' problems and the solutions of the problems in the teaching of writing. The students and teacher were interviewed by the writer to know the students' problems, and the solutions to the problems in the teaching of writing.

Data Collection

All of the data were the statements and also descriptions taken from the actions of the students and the teacher in the class that were recorded by the writer. Besides, the interviews were done in order to get the information related to the problems and solutions that the teachers had done in the class. The data of this study were collected, as follows:

Observation

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out” (Ary, et al. 2010). It means that observation is the main part to get the data in natural settings. As Cohen, et al (2007) stated that the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations.

Furthermore, the most important data were taken from observation. The writer observed the activities of the teacher and students in the class. Then, the writer also recorded the activities in the class and got complete notes between the teacher and the students.

According to Fraenkel & Wallen (2009) there are several types of observation that are used by the writer when conduct the research, namely: participant observation, nonparticipant observation, naturalistic observation, and simulation.

In this research, the writer used nonparticipant observation to get the data related to the study. The writer was not involved actively in doing the observation, just observed things and activities happening in the class. Observation was used to know the process of teaching writing done by the teacher of SMAN 4 Malang.

Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, et al. 2010). It means that interview is used to ask the people in order to help the writer to understand something without make hypothesis.

The interview in this study was a structured interview because it made the writer analyze the data easily. In this study, the students and the teacher were interviewed in order to get the answers of the problems and solutions of the problems in teaching and learning of writing at SMAN 4 Malang.

Research Instrument

Research instrument is the important thing in research because it is used for gathering the information. In this study, the writer used some instruments to collect the data. The instruments used to collect the data in qualitative research namely: observation field note, and interview guide. The instruments are described in the following section.

Observation Checklist and Field Note

The writer used the observation checklist when following the teaching and learning process in the class, the observation checklist was used in order to check the teachers' activities in the writing class. Observation checklist provided the information related to the activities of the English teacher in the writing class. Besides, the writer used field note to record the real fact related to the activities in the class.

Interview Guide

Interview guide helped the writer to collect informations that were related to the students' problems in the teaching and learning process. The questions presented the interview guide would help to identify the students' problems in learning writing in the class and the ways to handle the students' problems in the learning writing.

Research Procedure

This section describes the methods used to gather the data. Based on the research instruments above, there are some procedures that were conducted to collect the data. Those procedures were:

1. Observing the students and the teacher in the teaching learning process.
2. Taking notes during and after finishing the observation.
3. Conducting the interview to the teacher and the students to get the data related with the statement of the problems.

Data Analysis

The writer had to analyze the data based on the purposes of the study that were presented in Introduction. According to Miles and Huberman (1994) state that qualitative data analysis consists of “three concurrent flows of activities; data reduction, data display, and conclusion drawing or verification.

1. Data reduction related with the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes.

The writer focused on her data in order to answer the research questions in this research.

2. Data display related with the process of organizing the data, compressed assembly of information that permits conclusion drawing and action taking. The data display included graphs, charts, and matrices. Those types were designed to get the information from the data. This process was a part of data analysis that should support each other.

3. Conclusion drawing or verification covered all of the processes start from data collection, data reduction, and data display.

FINDINGS AND DISCUSSION

Research Findings

The findings of this study are presented by stating to the statement of problems in Introduction. They are (1) the processes of writing applied in teaching writing at SMAN 4 Malang, (2) the students’ problems in learning of writing at SMAN 4 Malang, and (3) the teacher’s solutions of the problems in the teaching writing at SMAN 4 Malang.

The Processes of Teaching Writing

Based on the result of the observation, it was found that the English teacher at SMAN 4 Malang followed the processes of writing in the teaching of writing. The teacher followed the steps of teaching writing in the teaching of writing. It was found that the processes of writing were prewriting, brainstorming, drafting, responding, and revising. It was proven by the result of following the teacher’s activities bellow:

Prewriting

In pre-writing, the teacher's activities were that the teacher gave some questions to activate students' prior knowledge about the writing topic, and gave a chance to the students to choose a topic.

Based on the observation, the teacher did all of the activities. The teacher asked questions related students' prior knowledge about the topic of the writing text. It was proven when the teacher was asking the questions.

Ok students, what will happen if we consume illegal drugs? Do you know the effects of consume illegal drugs? Can you mention it? Ok. Now we will discuss about the Dangerous of Using Drugs. Please open the book page 49. (Appendix II, Table I)

Based on the questions of that conversation, the teacher stimulated students to guess and think what the topic at that time. Other questions were given by the teacher to get the students' knowledge for the topic. The teacher always opened the lesson by giving the questions and stimulates the students that linked to the topic.

Brainstorming

In brainstorming, the teacher's activities were that the teacher encouraged the students to think of and write down as many thoughts as possible. Then, the teacher gave a chance to the students to choose a topic in order to focus on students' idea. It was proven as follows: Students, now I would like you to choose a topic that deals with our lesson today. (Appendix II, Table 2)

The teacher asked the students to choose the topic so that every student has different idea. Based on the observation, brainstorming prompted the students to concentrate of their topic then write their thoughts on paper. The purpose of brainstorming was to prepare the students for writing on one topic.

In addition, the teacher also explained the objective of writing. It was proven as follows:

My students, today we will write about analytical exposition. The purpose of writing the analytical exposition today are the students can elaborate the writer's idea about the phenomenon surrounding. (Appendix II, Table 3)

The teacher explained the objective and made sure that the students knew the purpose of the teaching English that day.

Drafting

During writing activities, the teacher's activities were asking the students to make a draft based on the topic and to find the right words and more concentrate on what they want to say through paper.

First, the teacher asked the students to make a draft based on the topic. It was proven as follows: Students, please make your own draft of analytical exposition based on your topic. (Appendix II, Table 4)

The teacher's main purpose was to ask students to make a draft based on the topic that was improving students' writing.

Second, the teacher asked the students to find the right words and more concentrate on what they want to say through paper. All students were asked to do that to facilitate themselves wrote the sentences into paragraph.

It was proven as follows: Students, all of you please write and use words that easy to understand so you can concentrate in writing. (Appendix II, Table 5)

The teacher made sure the students to use easy words in writing to minimize any difficulties and easy to check.

Responding

In this section, the teacher's activities were monitoring the students when the students did the exercise, asked students to write the difficult words. The activities would be explained as follows:

The teacher monitored the students when students did the exercise. The teacher always walked around the students so that, if the students had problems when doing exercise, they could ask the teacher directly. It was proven as follows: Anisa, any problems on your writing? Have you finished your writing? (Appendix II, Table 6)

Sometimes, the students were asking the teacher because they did not have any vocabularies. Besides, the teacher asked the students to find the difficult words of their writing. Based on the observation, the teacher made sure that the students had different difficult words so that the teacher asked them to identify the difficult word one by one. It was proven as follows:

Students, do you have any difficult words? Putri, do you have any difficult words? If you cannot say in English, it is okay if you want to say in Indonesia language. (Appendix II, Table 7)

The teacher thought most of the students had difficult words, because they did not really understand their own writing.

Revising

At the end of teaching writing, teacher's activities were helping students through the revision to shape and reshape the text into final form, asking students to ask questions, and exploring students' vocabularies. The explanation would be described as follows:

First, the teacher helped the students through the revision, shape and reshape the text into final form. It was proven as follows:

Students, please read your writing one by one. Nisa, please read your own writing. We will revise the language error to improve the content of ideas. (Appendix II, Table 8)

The teacher helped the students' write and check the sentences of their writing. Then, the teacher revised the language error if they had wrong sentence from the beginning until the end of sentence.

Second, the teacher asked the students to ask the questions, but there were no students tried to ask. It was proven as follow: Students, do you have any questions for our lesson today? (Appendix II, Table 9)

Based on the observation result, the teacher brought the students to understand the lesson and made sure the students understood the lesson. The teacher also has stimulated students to speak English. Then, the teacher reviewed the lesson to show the aims of the lesson that day.

The last, the teacher explored students' vocabularies. The teacher asked the students developed their vocabularies. It was shown as follows: Students, for knowing the meaning of the words especially the difficult words, please check your dictionary. (Appendix II, Table 10)

Based on the observation, the teacher also has stimulated students to remember their difficult words and asked to some students to answer the meaning of the words besides checked in dictionary.

The Students' Problems in the Learning of Writing

Based on the result of the interview, students were still having problems in writing. It was found that the students' problems were grammatical error, poor organization, and lack of vocabulary. Some students' problems were described as follows:

The problem relates to grammatical error

Most students had grammatical error problem. Grammatical error affected their understanding when they write the English text. To write the text, the writer needed to know the structure of the sentences. It happened when the students were asked to write the sentences. Grammatical error had the big effect to the students. It was proven as follows: My problem when writing is a lack of understanding the grammar. (Appendix III, Line 28). My problem when writing is a lack of understanding the grammar. I do not memorize grammar. (Appendix III, Line 31)

The students had same answer related to the problem in writing the sentences. Their problem was that they did not understand grammar. Based on the observation result, most of the students did not know how to arrange the good sentences. So, a teachers' duty is to help them write the perfect sentence.

The problem relates to poor organization

The problem related to the poor organization. In writing, poor organization it was main problem. Selection of the words became the important thing because if the word was not addressed completely, the meaning would be unclear. The students also had the problem related to poor organization as follows: My teacher asks me to write clearly, but I cannot because I feel difficult to arrange the sentence. (Appendix III, Line 38)

The students felt difficult to write the sentence clearly. The teacher needed to choose the material that would be understood by the students. So, the good material was helping the students in process writing.

The problem relates to vocabulary

Many students had limited vocabulary, to make good sentences the students needed lot of vocabularies. Lacking of the vocabulary had affected to the students' writing. It was proven as follows: My problem when writing is lacking of vocabulary. (Appendix III, Line 45)

The students had the same answer related to problem in writing process. Their problem was lacking vocabulary. The students did not know the word that used to write in the sentence, so that it was not problem for the student itself but also problem for the teacher to help them in writing.

The problem relates to understand the words

Students' knowledge in learning writing was an important thing. The students needed to know how to arrange the words into good sentences. The last problems of writing were difficult to understand the word. The students always asked the teacher about the unfamiliar word in order to found the meaning of the

words. It was proven as follows: Asking the teacher for the meaning of the word. (Appendix III, Line 50) and opening the dictionary (Appendix III, Line 53)

To make the sentences clearer to the reader, the writer needed to know the meaning of the word. The way of the students to understand the word was asking the teacher for the meaning of the word. It was help the students if they did not have imagination to write sentence related to the topic. Besides, opened the dictionary. This way aimed to cope the problem in order to help the students knew the meaning of the word.

The Solutions of the Problems in Teaching Writing

The result of the interview presented that the teacher helped the students to decrease the students' problems. It is described as follows:

The teacher asked the students to ask questions

Questioning was the teacher way to solve the students' problem during the teaching and learning process in the class. The teacher always asked the students to ask question and also has given the chance to the students to ask. Based on the observation as follows:

Before closing the lesson, teacher ever asked students to ask questions, sometimes there is no student ask questions because they feel shy to speak English (Appendix III, Line 62)

The students asked questions related to the lesson, but they felt shy to speak in English. So that the students might ask questions in bahasa Indonesia in order to make them easy to ask.

The teacher asked several students

The teachers asked several students to make sure that they understood the lesson at that time. Based on of observation as follows:

The teacher asked the students to come forward and give some sentences that related to the topic to read (Appendix III, Line 65)

The teacher asked several students to come forward and give sentences that related with the topic and asked them to read and understand the meaning of the sentences so that they can translate that sentence clearly (Appendix III, Line 154)

The teacher called the students' name to come forward, and asked them to read a paragraph based on the topic. Then, the teacher helped the students to translate the sentences and made sure the students understood the meaning of the sentences.

The teacher explained the steps of writing

From interviewing the teacher, the other way of teacher helped the students' problems in writing were explained the steps of writing clearly. Based on observation as follows: The teacher gives the students correct steps and explains those steps (Appendix III, Line 146)

Before closing the lesson, the teacher reviewed the lesson that she was taught and also explained the correct steps in writing based on the topic. So that it could help the students to recheck and corrected the final version of their writing.

The teacher gave the students more time

The teacher gave enough time to the students to write in order to the students more concentrate about their topic in writing. Based on observation as follows: The teacher gave more time to the students to write in order to the students more concentrate in writing (Appendix III, Line 164)

Based on the observation, the teacher gave more time to the students in order to the students' writing more clearly to understand and their writing ability was developed. Besides, it was helped the students to find the appropriate words to make good sentences.

The teacher asked the students to check the peers' writing

The teacher asked the students to check the writings' peers, in order to help them found any vocabulary and the meaning of the words. It was proven as

follows: The teacher asks the students to check the peers' writing also check the spelling one by one (Appendix III, Line 172)

Checked the peers' writing has the advantage for the students. It was because the students always identified the wrong words then changed the words into the correct words. Peers' writing helped the students increase their vocabulary and also useful to recheck their writing itself.

Discussion

This section discusses about the findings. The findings were analyzed and it is based on the problems which are: (1) how are the processes of writing applied in teaching writing at SMAN 4 Malang, (2) students' problems in learning writing at SMAN 4 Malang, and (3) the solutions to the Problems in teaching writing at SMAN 4 Malang. Based on the interview and observation, the processes of writing applied in procedure of teaching writing, the students faced the problems in writing, and the solutions of the problems.

First, based on the findings for the first statement of the problems in teaching writing, there are some processes of writing namely: (1) Prewriting, (2) Brainstorming, (3) Drafting, (4) Responding and (5) Revising. Tompkins (2004) points out that the writing process is a road map through which students' thoughts and action are monitored from the beginning of writing to the production of works. Based on observation, in prewriting, the teacher gave questions based on the topic, gave a chance to the students to choose a topic, and explained the objectives of writing. Before opening the lesson, the teacher gave questions based on the topic and gave chance to the students to choose a topic. It was supported by Spack (1984) mention that prewriting techniques teach students to write down their ideas quickly in raw form, without undue concern about surface error and form. Prewriting allows the students to organize the writing before they begin. Prewriting helps the students to develop their interest in the topic because the teacher activates the students' background knowledge about the topic. Then, the next activities are brainstorming. The teachers' activities in brainstorming were encouraged students to think of and write down as many thoughts as possible.

Brainstorming allows the students to write whatever they want without worrying about spelling and organization. It was related to Richard & Willy (2002) who state that brainstorming is group member spew out the idea about the topic. Besides, the teachers' activities are explaining the objectives of writing. It is the important thing for the students. The students need to know the purpose of their lesson every meeting.

Furthermore, during writing activities the teacher were asked the students to make a draft based on the topic and found the right words and more concentrate on what they want to say through paper. Drafting is the actual writing of the paragraph or essay. This is the second stages in writing. In line with this, Harmer (2007) stated that the writer starts to construct the draft of the chosen topic. In this stage the writer should concentrate about the content and language itself.

In addition, based on the observation, the teachers' activities in post writing were asking the students to help the peers to revise their writing. It is relevant with Sari & Saun (2013) who state that the students may check, discuss and evaluate their work with fellow students, as the teacher guides and facilitates it. So that the students made their mind clearer to the reader. Revising is not only checking the language but also to improve the content of idea. It was supported by Harmer (2007) stated that the writer revises the rough draft. The purpose of revising is to make the students realize their mistake in writing and improve their writing skill and become better writer.

Second, based on interviewing the students for the second statement of the problems, it was about the students' problems in the learning writing. There were four students' problems, namely the students' problem relates to grammatical error, poor organization, vocabulary, and difficult understand the word. Based on Suleiman's studies (2011), moreover, some students' problems were the students cannot express their idea easily and they cannot link sentences together. As Al-Khsawneh (2010) and Bilal (2013) said that there are some factors which make writing difficult, such as limited vocabulary, spelling grammar, and poor in English. Based on the interview, the students had difficulty in learning writing.

The last, based on observation and interview for third statement of the problems, it was about the solutions of teachers' problems were asking the students to ask questions, the teacher gave the students correct steps and explain those steps, the teacher gave more time to the students to finish writing, and check peers' writing. It is supported by Graham (2008) who states that to solve the problems; the writer should dedicate to writing, increase the students' knowledge about writing.

In addition, the newest information the writer got is the other teacher's solution to decrease students' problem in learning writing by asking the students check peers' writing. The teacher always asks students to check their peers' writing after practice writing. Peers' writing helps students to expand their vocabulary and know the meaning of the new words.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings, it could be concluded that firstly, the processes of writing applied in teaching writing at SMAN 4 Malang were prewriting, drafting, and revising. The teacher has followed the procedures of teaching writing. As a result the students try to understand the processes of writing correctly.

Secondly, the processes of writing had problems. Based on the research findings, there were three problems, namely the students' problem relates to grammatical error, poor organization, difficult to understand the word, and vocabulary. The problems made the students difficult to write the sentences correctly, because they are lack of knowledge about writing so that they less focus on the topic itself, and the topic cannot be linked with their ideas.

Thirdly, the solutions of students' problems were asking the students to ask questions, the teacher gave the students correct steps and explain those steps; the teacher gave more time to the students to finish writing, and asked the students to check peers' writing. In addition, the more time that the students had, the writing would be more perfect.

Suggestions

Based on the discussion of the findings and the conclusions, the writer formulates suggestions as follows:

For the English Teachers

The teachers should improve their competence in teaching writing. The writer hopes that the teachers use the relevant material in order to make the lesson run well, and motivate the students to write in order to increase their ability in writing.

For the Students

For the students, the writer suggests that the students should adjust themselves to learn writing English by applied the processes of writing, expand their vocabulary, master English spelling, and improve their grammar. Besides, the students should take the advantages of English learning.

For the Next Researchers

The writer suggests that the next researchers can conduct the similar research or continue this study, and they can use this thesis as reference. The writer expects the next researcher investigates the data deeply about the teaching of writing with the adequate data to attain the valid and trusted study result. In addition, the next researcher has to measure the data in order to analyze the valid data.

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APPENDIX I

THE RESULT OF OBSERVATION

DATE : September 23' 2017

T : DHP

CLASS : BAHASA

TIME : 07.30 – 08.30

PLACE : CLASSROOM

Activity (Kegiatan)	Yes (Ya)	No (Tidak)	Note (Keterangan)
Activity in Teaching of Writing (Aktivitas mengajar writing)			
Pre-Writing Activity (Kegiatan Pre-writing)			
➤ Giving questions to activates students' prior knowledge about the writing topic. (Memberikan pertanyaan siswa untuk mengingat tentang pengetahuan sebelumnya yang berhubungan dengan topik)	✓		
➤ Giving a chance to the students to choose a topic (Memberikan kesempatan kepada siswa untuk memilih topik)	✓		
➤ Explaining the objective of writing. (Menjelaskan tujuan menulis)	✓		
➤ Motivating students. (Memotivasi siswa)	✓		
➤ Preparing students by using brainstorming, clustering, rapid free writing,wh-questions, drafting, and responding. (Mempersiapkan siswa dengan brainstorming, clustering, rapid free writing,wh-questions, drafting, and responding.	✓		
<u>During Writing Activity (Kegiatan During Writing)</u>			

➤ Asking students to make draft based on the topic. (Meminta siswa untuk membuat draft berdasarkan topik)	✓		
➤ Asking students to find the right words and concentrates more on what they want to say through paper. (Meminta siswa untuk menemukan kata-kata yang benar dan lebih berkonsentrasi pada yang ingin mereka tulis/katakan melalui tulisan)	✓		
➤ Asking students to arrange the draft in correct way in order to the reader can follow their thought easily. (Meminta siswa untuk menyusun draft dengan benar agar pembaca bisa memahami pikiran mereka dengan mudah)	✓		
➤ Monitoring students when students do the exercise. (Memonitor siswa dalam mengerjakan tugasnya)	✓		
➤ Asking students to write the difficult words. (Meminta siswa untuk menulis kata-kata sulit)	✓		
<u>Post-writing Activity</u>(Kegiatan Post-writing)			
➤ Asking students to rewrite draft includes editing and proofreading. (Meminta siswa untuk rewrite seperti mengedit dan proofreading)	✓		
➤ Asking students to check the writing of their peers. (Meminta siswa untuk memeriksa tulisan temannya)	✓		
➤ Asking students to review a draft and checking the content and organization based on feedback from peers. (meminta siswa untuk review a draft dan memeriksa konten berdasarkan feedback dari teman)	✓		
➤ Helping students through the revision to shape and reshape the text into final form.	✓		
➤ Asking students to ask questions. (Memberikan kesempatan pada siswa untuk bertanya mengenai tulisan)	✓		
➤ Exploring students' vocabularies. (Mengembangkan perbendaharaan kata siswa)	✓		

APPENDIX II

THE RESULT OF OBSERVATION FIELD-NOTE

Activity	Note	No
Pre-writing Activity (Kegiatan Pre-reading) ✓ Giving questions to activates students' prior knowledge about the writing topic. (Memberikan pertanyaan siswa untuk mengingat tentang pengetahuan sebelumnya yang berhubungan dengan topik)	Ok students, what would happen if we consume illegal drugs? Do you know the effects of consume illegal drugs? Ok, today we will discuss about The Dangerous of Using Drugs.	1
✓ Giving a chance to the students to choose a topic (Memberikan kesempatan kepada siswa untuk memilih topik)	Students, now I would like you to choose a topic that deals with our lesson today.	2
✓ Explaining the objective of writing. (Menjelaskan tujuan menulis)	My students, today we will write about analytical exposition. The purpose of writing the analytical exposition today are the students can elaborate the writer's idea about the phenomenon surrounding.	3
During writing Activity (Kegiatan during Writing) ✓ Asking students to make a draft based on the topic. (Meminta siswa untuk membuat draft berdasarkan topik)	Students, please make your own draft of analytical exposition based on your topic.	4
✓ Asking students to find the right words and concentrates	Students please write and use words that easy to understand so you can concentrate in writing.	5

<p>more on what they want to say through paper. (Meminta siswa untuk menemukan kata-kata yang benar dan lebih berkonsentrasi pada apa yang ingin mereka tulis/katakan melalui tulisan)</p> <p>✓ Monitoring students when students do the exercise. (Memonitor siswa dalam mengerjakan tugasnya)</p> <p>✓ Asking students to write the difficult words. (Meminta siswa untuk menulis kata-kata sulit)</p> <p>Post-writing Activity (Kegiatan post writing)</p> <p>✓ Helping students through the revision to shape and reshape the text into final form.</p> <p>✓ Asking students to ask questions. (Memberikan kesempatan paa siswa untuk bertanya)</p> <p>✓ Exploring students' vocabularies. (Mengembangkan perbendaharaan kata siswa)</p>	<p>Anisa, any problems? Have you finished your writing?</p> <p>Students. Do you have any difficult words? Putri, do you have any difficult words? It is okay if you want to ask in Indonesia language.</p> <p>Students, please read your writing. We will revise the language error to improve the content of ideas.</p> <p>Students, do you have any questions for our lesson today?</p> <p>Students, for knowing the meaning of the words especially the difficult words, please check your dictionary.</p>	<p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>
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1. **APPENDIX III**
2. **TRANSCRIPT OF INTERVIEW**
3. September 2017
4. For the Students
5. **Research Question Number 2**
6. The students' problems in the teaching of writing at SMAN 4 Malang
7. The problem relates to grammatical error
8. 1.1 Do you have problem in writing?
9. Apakah anda punya masalah dalam menulis?
10. Answer (jawaban)
11. Ya (siswa 1)
12. Translated version:
13. Yes, I do (student 1)
14. Ya (siswa 2)
15. Translated version:
16. Yes, I do (student 2)
17. Ya (siswa 3)
18. Translated version:
19. Yes, I do (student 3)
20. Ya (siswa 4)
21. Translated version:
22. Yes, I do (student 4)
23. 1.2 What is your problem in writing?
24. Apakah masalah anda dalam menulis?
25. Answer (jawaban)
26. Masalah saya ketika menulis adalah kurangnya memahami grammar (siswa 1)
27. Translated version:
28. My problem when writing is a lack of understanding the grammar (student 1)
29. Masalah saya dalam menulis adalah kurangnya memahami grammar. Saya tidak hafal grammar (siswa 2,3,4)
30. Translated version:
31. My problem when writing is a lack of understanding the grammar. I do not memorized grammar (siswa 2,3,4)
32. The problem relates to the poor organization
33. 1.3 Do you have problem in write the sentences?
34. Apakah anda mempunyai masalah dalam menulis kalimat?
35. Answer (jawaban)

36. Guru saya menyuruh saya untuk menulis secara jelas, tapi saya tidak bisa karena saya merasa kesulitan dalam menyusun kalimat (siswa 1,2,3,4)
37. Translated version:
38. My teacher asks me to write clearly, but I cannot because I feel difficult to arrange the sentence (student 1,2,3,4)
39. The problem relates to vocabulary
40. 1.4 Do you have problem in vocabulary?
41. Apakah anda mempunyai masalah dalam kosa kata?
42. Answer (jawaban)
43. Masalah saya ketika menulis adalah kurangnya vocabulary (siswa 1,2,3,4)
44. Translated version:
45. My problem when writing is lacking of vocabulary (student 1,2,3,4)
46. 1.5 What do you do to understand in writing?
47. Apakah yang anda lakukan untuk bisa memahami penulisan?
48. Bertanya makna kata kepada guru (siswa 1,2,3,4)
49. Translated version:
50. Asking the teacher for the meaning of the word (student 1,2,3,4)
51. Membuka kamus (siswa 1,2,3,4)
52. Translated version:
53. Opening the dictionary (student 1,2,3,4)
54. **2. Research Question Number 3**
55. The solution of the problems in teaching writing
56. How the teacher's way to decrease your problem in writing in English text?
57. Bagaimana cara guru untuk mengurangi masalah anda dalam menulis text bahasa inggris?
58. Answer (jawaban)
59. Asked students to ask the questions
60. Sebelum jam pelajaran usai, guru meminta siswa untuk bertanya, kadang tidak ada siswa yang bertanya karena kami malu untuk berbicara bahasa inggris (siswa 1,2)
61. Translated version:
62. Before closing the lesson, my teacher asks students to ask questions, sometimes there is no student ask questions because we feel shy to speak English (student 1,2)
63. Meminta siswa untuk maju ke depan dan memberikan kalimat yang berhubungan dengan topik untuk di baca dan di pahami supaya bisa mengartikan kalimat itu dengan jelas (siswa 3,4)
64. Translated version:

65. Asked several students to come forward and give sentences that related with the topic to read and understand that can translate that sentence clearly (student 3, 4)
66. Memberitahu siswa langkah-langkah yang benar dalam menulis dan menjelaskannya (siswa 1,2,3,4)
67. Translated version:
68. The teacher gives the students correct steps and explain those steps (student 1,2,3)
69. Memberikan waktu lebih untuk menyelesaikan penulisan (siswa 4)
70. Translated version:
71. The teacher gives more time to the students to finish writing (student 4)
72. Guru meminta siswa untuk memeriksa tulisan temannya dan setelah itu di minta untuk mengumpulkan hasil tulisannya supaya bisa di periksa ulang oleh guru (siswa 1,2,3,4)
73. Translated version:
74. The teacher asks the students to check the writing of their peers, then asks to gather the result of writing so that it will be checked by the teacher (student 1,2,3,4)
75. September 2017
76. For the Teacher
77. How long have you been teaching English in SMAN 4 Malang?
78. Berapa lama anda sudah mengajar di SMAN 4 Malang?
79. Answer (Jawaban)
80. Saya sudah mengajar sejak 2015 sampai sekarang
81. Translated version:
82. I had been teaching since 2015 until right now.
83. What curriculum does this school follow?
84. Apa kurikulum yang di ikuti oleh sekolah ini?
85. Answer (Jawaban)
86. Kami mengikuti kurikulum 13
87. Translated version:
88. We follow curriculum 13
89. Is there any weakness of this curriculum when it is applied here?
90. Apakah ada kekurangan dari kurikulum ini ketika diterapkan?
91. Answer (Jawaban)
92. Dari kurikulum ini, bahasa inggris hanya memiliki waktu yang terbatas.
93. Untuk bahasa inggris sendiri, hanya 2 jam per minggu atau 90 menit jam
94. pelajaran.
95. Translated version:

96. From this curriculum, English subject has limited time allocation. For English
97. Subject, it has 2 hours per week.
98. How many classes did you teach?
99. Berapa kelas yang anda ajar?
100. Answer (Jawaban)
101. Saya mengajar dari kelas 1-3
102. Translated version:
103. I taught first class until third class
104. **Research Question number 1**
105. Do you always explain the things that should be understood in writing?
106. Apakah anda dalam mengajar selalu menjelaskan bahwa banyak bagian yang
107. harus di pahami dalam writing?
108. Answer (Jawaban)
109. Ya, saya selalu menjelaskan
110. Translated version:
111. Yes, I do
112. Do the students can understand the steps of writing?
113. Apakah siswa dapat memahami langkah-langkah dalam menulis?
114. Answer (Jawaban)
115. Ya, bisa memahami
116. Translated version:
117. Yes, the students understand the steps of writing
118. Do the students can apply those steps in writing?
119. Apakah siswa bisa menerapkan langkah tersebut dalam menulis?
120. Ya, bisa menerapkan
121. Translated version:
122. Yes, the students can apply those steps in writing
123. **Research Question Number 2 and 3**
124. What students' problems in writing do you know?
125. Apakah masalah siswa dalam menulis yang anda ketahui?
126. Answer (Jawaban)
127. Banyak siswa yang kekuarangan vocabulary, pemahaman dalam menulis teks,
128. dan juga masalah dalam grammatical errors
129. Translated version:
130. Many students lack of vocabulary and comprehend in writing text also
131. Grammatical errors.
132. Do you have some ways to decrease students' problems in writing?
133. Apakah anda mempunyai cara untuk mengurangi masalah siswa dalam
134. menulis?

135. Answer (Jawaban)
136. Ya, untuk masalah vocabulary, saya menyuruh siswa untuk membawa kamus.
137. Kamus dapat membantu siswa untuk mengetahui makna kata.
138. Translated version:
139. Yes, I do. For problem of lacking of vocabulary, I ask students to bring dictionary. It helps students know the meaning of the word.
140. Have you ever re-explain the steps of writing before you close the lesson?
141. Apakah anda pernah mengulangi penjelasan langkah-langkah dalam
142. menulis sebelum menutup pelajaran?
143. Answer (Jawaban)
144. Ya, saya selalu mengulangi penjelasan.
145. Translated version:
146. Yes, I do. I gives the students correct steps and explain those steps
147. Have you ever asked students to read their writing and asked them to translate
148. their sentences?
149. Apakah anda pernah meminta siswa untuk membaca tulisan mereka dan meminta mereka untuk mengartikan kalimat yang mereka tulis?
150. Answer (Jawaban)
151. Ya, saya pernah meminta siswa untuk membaca tulisan mereka dan meminta
152. mereka untuk mengartikannya
153. Translated version:
154. Yes, I do. I ask several students to come forward and asked them to read
155. their paragraph and ask them to translate the sentences and make sure the
156. students understand the meaning of the sentences.
157. Is there any ways to cope the students' problem in writing?
158. Apakah ada cara lain untuk mengatasi masalah siswa dalam menulis?
159. Answer (Jawaban)
160. Saya memberikan waktu lebih kepada siswa untuk menulis, agar siswa
161. lebih konsentrasi dalam menulis. Selain itu, saya juga membantu mereka
162. jika mereka tidak tau kata yang cocok di gunakan dalam penulisan.
163. Translated version:
164. I give more time to the students to write in order to students more concentrate
165. in writing. Besides, I helped them to find out the appropriate words.
166. Is there the other way to solve the students' problem in writing?
167. Apakah ada jalan lain untuk memecahkan masalah siswa dalam menulis?
168. Answer (jawaban)
169. Saya meminta siswa untuk memeriksa tulisan teman-teman mereka, dan
170. memeriksa ejaannya satu persatu
171. translated version:

172. I ask the students to check their peers' writing and check the spelling one by one





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No. 489 / 508 / 101.6.10.4 / 2017

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Judul Penelitian : "The Teaching of Writing at SMA Negeri 4 Malang"

Telah melaksanakan penelitian di SMA Negeri 4 Malang pada Tanggal 23 September 2017.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.

Malang, 3 Oktober 2017

Kepala Sekolah,



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